

Missouri Coordinating Board for Higher Education

Annual Report

F i s c a l Y e a r 2 0 0 4



"In the end,

it is important

to remember...



we cannot become

what we need

to be remaining



what we are."

—Max Depree,
Leadership is an Art,
Doubleday, 1989

**Missouri Coordinating Board for Higher Education
Fiscal Year 2004 Annual Report**

Respectfully submitted by the Coordinating Board for Higher Education, in conjunction with the Missouri Department of Higher Education, as required by state law (Section 173.040, RSMo), to the Governor of the State of Missouri and members of the General Assembly. Changes in leadership, both on the Coordinating Board for Higher Education and at the Missouri Department of Higher Education, prevented distribution of this report earlier in Fiscal Year 2005.

Prepared by:

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Letter from the **Chair**

Dear Governor Blunt, Members of the General Assembly, and Citizens of Missouri:

Authorized by an amendment to the Missouri Constitution in 1972, and established by state statute as part of the Omnibus State Reorganization Act of 1974, the Coordinating Board for Higher Education (CBHE) has the responsibility of identifying the postsecondary educational needs of potential students and the training needs of business and industry and developing a plan that outlines how the state system of postsecondary education can most effectively and efficiently provide a postsecondary education to its citizens so that they can be successful and meet the workforce needs of the state. The CBHE in turn is responsible for coordinating this plan and ensuring its successful implementation throughout the system, which serves nearly 400,000 students through 13 public four-year colleges and universities, 19 public two-year colleges, one public two-year technical college, 25 independent colleges and universities, and 140 proprietary and private career schools.

The vision of the CBHE is that "Missouri will be a recognized national leader in higher education quality and performance excellence." And, the mission is "To deliver an affordable, quality, coordinated postsecondary education system and increase successful participation, benefiting all Missourians." To achieve this vision and mission for all of Missouri higher education, the CBHE, in recent years, has started down many different paths in an effort to balance the dynamics of the changes in leadership and board commitment.

We recognized that these detours have prevented us from focusing on the basics. Therefore, we have begun re-examining our role and establishing our road map for the future by revisiting the *2020 Vision: Focus on the Blueprint* (1999) and the *Report of the Commission on the Future of Higher Education* (December 2003).

The very premise in establishing the CBHE is reflected in its name and that is "coordinating." The board, under new leadership, is focusing on a reaffirmation of the board's authority and responsibility to rejuvenate old partnerships and increase collaboration among Missouri's state departments and agencies, the private sector, and the colleges and universities. The purpose, simply, is to reignite the lamp of learning, to brighten the present, and illuminate the future for all Missourians.

How does a policymaking board meets its mission, particularly in view of the need for additional funding,

the challenge of making education affordable, needing to address access and opportunity issues, and a host of other concerns facing the state? Simply by hard work and a full commitment of support to our partners.

Yet, to be successful, our greatest commitment is to the citizens of Missouri. Our board is a citizen board, therefore we have charged our staff at the Missouri Department of Higher Education (MDHE) to enter into a Social Compact with our partners and the people of Missouri.

First, we pledge to regulate ourselves in a manner that will identify for the record any action by the board or MDHE staff.

Second, we will concentrate on the issues that hinder our citizens' ability to take advantage of Missouri's postsecondary options. These issues are affordability, access, and equity.

Third, we will make every effort to assist our colleges and universities in utilizing the tremendous "brainpower" of its faculty and staff and to help address and solve Missouri's social and economic problems.

And fourth, we intend to serve the people of Missouri by supporting postsecondary education in driving the economy, whether in research, social application, and/or the creation of a qualified workforce.

The future is everyone's concern...the CBHE and MDHE with our many partners can help make it the best. But, as Max Depree stated in *Leadership is an Art*, "In the end, it is important to remember...we cannot become what we need to be remaining what we are."

Please join with us as we embark on our new journey.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Lowell C. Kruse', with a large, sweeping initial 'L'.

Lowell C. Kruse

Chair

Missouri Coordinating Board for Higher Education

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Introduction

Section 173.040, RSMo, (see Appendix A) specifically details what information the CBHE should include in its annual report. Consequently, the various sections of the FY 2004 Annual Report correlate to the five requirements outlined in statute. These five requirements include:

- (1) A statement of the initial coordinated plan for higher education in Missouri, together with subsequent changes and implementations;
- (2) A review of recent changes in enrollments and programs among institutions of higher education in the state;
- (3) A review of requests and recommendations made by the coordinating board to institutions of higher education in accordance with section 173.030 and of the college's or university's response to requests and recommendations, including noncompliance therewith;
- (4) The coordinating board's recommendations for development and coordination in state-supported higher education in the forthcoming biennium, within the context of the long-range coordinated plan;
- (5) The coordinating board's budget recommendations for each state-supported college or university for the forthcoming biennium.

Section 173.040 (1), RSMo – Coordinated Plan

The Coordinated Strategic Plan, found in Appendix B for reference purposes, continues to be a work in progress and has never been formally approved by the CBHE. Since the plan was written, new leadership of the board, new board membership, and the appointment of a new commissioner of higher education have occurred. The plan is a transitional document and will undoubtedly undergo revision in the coming months as new direction is identified and initiatives are undertaken.

Section 173.040 (2), RSMo – Changes in Enrollment and Programs

Since fall 2000, enrollment has continued to increase at both public and independent institutions in Missouri. A breakdown of total headcount enrollment; full time equivalent (FTE); and first-time, full time freshmen at both public and independent institutions for fall 2000, 2003, and 2004 is found below.

Enrollment Comparison – Fall 2000, 2003, and 2004**Statewide**

- Statewide, headcount enrollment has increased by less than one percent since fall 2003 and by 11.5 percent since fall 2000.
- Statewide, the number of FTE students enrolled was up 1.7 percent from fall 2003 to fall 2004 and by 13.9 percent from fall 2000 to fall 2004. Just under 4,000 more FTE students enrolled in fall 2004 than in fall 2003.
- Statewide, the percentage increase in first-time, full time freshmen is .7 percent between fall 2003 and fall 2004, or 360 new students. From fall 2000 to fall 2004, that percentage is 12.9 percent, or 4,426 students.

Public Institutions

- In the public sector, headcount has decreased by .8 percent since fall 2003 (214,574 compared to 216,200), but has increased by 6.3 percent since fall 2000 (214,574 compared to 201,821).
- The number of FTE students increased only slightly from fall 2003 to fall 2004 in the public sector—by less than one percent. FTE enrollment at public four-year institutions grew by 906 students, or an increase of .9 percent. Public two-year institutions experienced the loss of 78 students from fall 2003 to fall 2004, for a decrease of .1 percent. Overall, FTE enrollment increased by .5 percent in the public sector between fall 2003 and fall 2004. From fall 2000 to fall 2004, FTE enrollment grew by slightly more than 10 percent in the public sector.
- First-time, full time freshmen headcount increased by only .2 percent between fall 2003 and fall 2004, or from 28,723 to 28,794, in the public sector. While enrollment increased by 730 students at public four-year institutions, it declined by 659 students in the public-two-year sector. Since fall 2000, first-time, full time freshmen headcount has increased by 16.7 percent.

Independent Institutions

- In the independent sector, headcount has increased by 3.8 percent since fall 2003 (117,095 compared to 112,757) and by 22 percent since fall 2000 (117,095 compared to 95,646).
- The independent sector reported an increase of more than 3,000 FTE students from fall 2003 to fall 2004, for a 4 percent increase. From fall 2000 to fall 2004, FTE enrollment increased in the independent sector by 21.4 percent.
- In the independent sector, 199 more first-time, full time freshmen were reported in fall 2004 than in fall 2003, for an increase of 2.2 percent. The increase from fall 2000 to fall 2004 is slightly higher at 2.5 percent.

For more information regarding enrollment at public and independent institutions in Missouri, please see Appendices C and D, respectively.

Proprietary Schools

Total enrollment at proprietary institutions in Missouri continues to rise. At Missouri private career schools, enrollment has steadily increased since 1998. In 2003, 43,947 resident students were enrolled in Missouri private career schools, a 10 percent increase over 2002 and a 26 percent increase over 2000 enrollment.

In 2003, 6,345 students enrolled at non-Missouri degree granting schools, a 19 percent increase over 2002 and a 65 percent increase over 2000.

For more information regarding enrollment at proprietary institutions, please see Appendix E.

Higher Education Institution Program Actions

An overview of all academic program actions taken by the MDHE in FY 2004 at both public and independent institutions is found below.

Public Institutions

Programs Deleted/Discontinued

Certificate	Associate	Baccalaureate	Graduate	Total
6	3	0	2	11

Programs Inactivated

Certificate	Associate	Baccalaureate	Graduate	Total
7	6	2	1	16

Other Program Changes

(Options Inactivated/Deleted, Options Added, Titles Changed, Certificates Added, Programs Combined)

Certificate	Associate	Baccalaureate	Graduate	Total
9	29	49	41	128

New Programs Approved

Certificate	Associate	Baccalaureate	Graduate	Total
0	2	12	6	20

Off-Site Programs Approved

Certificate	Associate	Baccalaureate	Graduate	Total
0	8	2	2	12

Programs Withdrawn

Certificate	Associate	Baccalaureate	Graduate	Total
0	0	0	0	0

Independent Institutions**Programs Deleted/Discontinued**

Certificate	Associate	Baccalaureate	Graduate	Total
0	0	0	0	0

Programs Inactivated

Certificate	Associate	Baccalaureate	Graduate	Total
0	0	0	0	0

Other Program Changes**(Options Inactivated/Deleted, Options Added, Titles Changed, Certificates Added, Programs Combined)**

Certificate	Associate	Baccalaureate	Graduate	Total
0	0	4	0	4

New Programs Received

Certificate	Associate	Baccalaureate	Graduate	Total
0	0	6	5	11

Off-Site Programs Received

Certificate	Associate	Baccalaureate	Graduate	Total
0	0	1	0	1

For a detailed breakdown of program actions taken at various institutions during FY 2004, please see Appendix F.

Section 173.040 (3), RSMo – CBHE Requests and Recommendations and Institutional Compliance

As outlined in Section 173.030, RSMo, the CBHE has the responsibility, within the provisions of the constitution and the statutes of the state of Missouri, for ensuring the compliance of institutions in a variety of areas. These areas, and the subsequent action taken by the CBHE, or the MDHE staff, during FY 2004, are detailed below.

173.030 (1) Requesting the governing boards of all state-supported institutions of higher education, and of major private institutions to submit to the coordinating board any proposed policy changes which would create additional institutions of higher education, additional residence centers, or major additions in degree and certificate programs, and make pertinent recommendations relating thereto;

Action:

CBHE held an election in the Camdenton R-III and School of the Osage R-II school districts on the question of establishing a new community college taxing district. The April 6, 2004, referendum was defeated by residents of these communities; therefore, the action to establish a new community college taxing district failed.

CBHE was involved in the discussion of a merger between Northwest Missouri State University and the University of Missouri System. The CBHE element included the review of mission and accreditation issues. (Note: Merger discussions terminated in December 2004.)

On behalf of the CBHE, staff of the MDHE negotiated a coordinated delivery of lower division instruction and technical courses in Jefferson City, Missouri, with Lincoln University, State Fair Community College, and Linn State Technical College. As a result of these negotiations, State Fair Community College closed its facility in Jefferson City.

CBHE approved a policy on lower division coursework, lower division certificate, and associate degree delivery in December 2003. This new policy is intended to support increased access to quality education for students, encourage collaboration between institutions, and resolve conflicts between institutions in a timely manner.

173.030 (2) Recommending to the governing board of any institution of higher education in the state the development, consolidation, or elimination of programs, degree offerings, physical facilities or policy changes where that action is deemed by the coordinating board as in the best interests of the institutions themselves and/or the general requirements of the state. Recommendations shall be submitted to governing boards by twelve months preceding the term in which the action may take effect;

Action:

MDHE staff worked with Harris-Stowe State College in FY 2004 to explore the institution's mission category, which led to a FY 2005 decision to change the admissions selectivity of the institution to open enrollment.

MDHE staff held on-going discussions with the Committee on Transfer and Articulation (COTA) about updating the CBHE policies on student transfer and program articulation. In October 2003, the CBHE received from COTA a revised transfer/articulation officer job description and a list of frequently asked questions to clarify transfer and articulation policies.

MDHE staff worked with dual-credit providers (public and private) to establish criteria for alignment with state dual-credit policy. Currently, all providers self report compliance.

CBHE recommended that institutions adopt the Malcolm Baldrige Award criteria, or another quality process, as a management tool to enhance institutional performance. Northwest Missouri State University and the University

of Missouri – Rolla have each received the Missouri Quality Award, which is based on the Malcolm Baldrige criteria. Crowder College, East Central College, Missouri Western State College, and Evangel University are all members of the Academic Quality Improvement Program (AQIP), which supports continuous quality improvements and shares many of the Malcolm Baldrige criteria. Several other institutions continue to explore adopting AQIP.

MDHE staff established the Missouri Consortium on Measuring Value-Added Student Learning in FY 2004, which is comprised of 32 institutions (public, private, and proprietary). The Consortium worked with RAND's Council for Aid to Education to develop a pilot project using the Collegiate Learning Assessment instrument. Initial testing was conducted during fall 2004.

Staff of the MDHE and the MOHELA forged a new relationship that resulted in expanded benefits for student loan borrowers. MOHELA pledged financial support for the scholarship portion of the MDHE GEAR UP state grant.

MDHE staff promoted collaboration of masters programs at Missouri Southern State University-Joplin, Southwest Missouri State University, University of Missouri-Kansas City, Central Missouri State University, and Northwest Missouri State University.

See page 10 for program actions taken in FY 2004 and Appendix F for a detailed breakdown of program actions taken at various institutions during this same timeframe.

173.030 (3) Recommending to the governing boards of state-supported institutions of higher education, including public junior colleges receiving state support, formulas to be employed in specifying plans for general operations, for development and expansion, and for requests for appropriations from the general assembly. Such recommendations will be submitted to the governing boards by April first of each year preceding a result session of the general assembly of the state of Missouri;

Action:

No action taken.

173.030 (4) Promulgating rules to include selected off-campus instruction in public college and university appropriation recommendations where prior need has been established in areas designated by the coordinating board for higher education. Funding for such off-campus instruction shall be included in the appropriation recommendations, shall be determined by the general assembly and shall continue, within the amounts appropriated therefor, unless the general assembly disapproves the action by concurrent resolution;

Action:

No new rules were promulgated in FY 2004 by the CBHE. Budget recommendations for off-campus and out-of-district sites are included in the budget request found on page 17.

173.030 (5) Coordinating reciprocal agreements between or among Missouri state institutions of higher education at the request of one or more of the institutions party to the agreement, and between or among Missouri state institutions of higher education and publicly supported higher education institutions located outside the state of Missouri at the request of any Missouri institution party to the agreement;

Action:

The reciprocal agreement between Missouri (for Kansas architecture seats) and Kansas (for Missouri dentistry seats) is continuing and was not renegotiated in FY 2004.

Missouri is involved in the Midwestern Higher Education Compact, which established the Midwest Student Exchange Program. This program seeks to provide more affordable educational opportunities for students to attend out-of-state institutions. It also strives to facilitate enrollment efficiency in those institutions, which have excess capacity in existing programs.

173.030 (6) Administering the nurse training incentive fund;

Action:

No funds were requested or disbursed for the nurse training incentive fund in FY 2004.

173.030 (7) Conducting, in consultation with each public four-year institution's governing board and the governing board of technical colleges and community colleges, a review every five years of the mission statements of the institutions comprising Missouri's system of public higher education. This review shall be based upon the needs of the citizens of the state as well as the requirements of business, industry, the professions and government. The purpose of this review shall be to ensure that Missouri's system of higher education is responsive to the state's needs and is focused, balanced, cost-effective, and characterized by programs of high quality as demonstrated by student performance and program outcomes. As a component of this review, each institution shall prepare, in a manner prescribed the coordinating board, a mission implementation plan for the coordinating board's consideration and approval....

Action:

MDHE staff met with public four-year college presidents and chancellors during summer 2004 to discuss issues related to agreed-upon mission, institutional strengths, weaknesses, opportunities, and threats, as well as FY 2006 operating and capital requests. Community college presidents met as a group with MDHE staff.

MDHE staff provided the CBHE with a review of the progress made by community colleges in achieving the goals of the State Plan for Postsecondary Technical Education. Some of the findings of this review included:

- More than 27,000 students enrolled in postsecondary technical education courses and programs, an increase of 300 students from 2002-2003.
- More than \$84 million was spent on postsecondary technical education courses and programs of which \$20 million was appropriated for this purpose by the state.
- A total of 4,300 students, an increase of 10 percent over 2002-2003, received a certificate or an associate degree in a postsecondary technical education field.
- A total of 797 students received specialized industry-based certification during 2002-2003 and 25 students completed apprenticeship programs.
- Community colleges worked with 35 companies in providing training for 12,250 workers through the New Jobs Program and worked with 50 more companies in 2003-2004 than in 2002-2003 in providing contract training for company employees.

173.030 (8) Reviewing applications from institutions seeking a statewide mission....

Action:

No new requests were made in FY 2004 to have a statewide mission.

The CBHE removed itself from involvement in discussions of name change proposals in FY 2004, although it does have a policy regarding this issue that has been in effect since October 2002.

Section 173.040 (4), RSMo – Development and Coordination in State Supported Higher Education

The CBHE committed to an aggressive plan for higher education when it adopted the *Report of the Commission on the Future of Higher Education* (December 2003). Established by the governor, the 29 business and civic leaders with 12 faculty representatives from the four-year and two-year colleges serving as an Academic Resource Team, sought to shape higher education and its role in serving the state of Missouri.

The Commission's recommendations concentrated on positioning Missouri to compete in a global economy with a "...sense of possibility, we have to do better than this...Missouri must emphasize the importance of preparation—preparation for achievement and for successful participation in postsecondary education."¹

Of 40 priority outcomes, the Commission identified five key priorities:

- Increase the number of institutions assessing value-added learning, building upon models in which Missouri is already a leader;
- Increase the number of high school graduates taking the CBHE-recommended 16-unit or ACT core curriculum;
- Increase public awareness and support of higher education;
- Increase financial aid for qualified students from low-or middle-income families; and
- Increase the benefits resulting from increasing the percentage of the population holding a bachelor's degree².

In all, the linkages between K-12 and higher education were recognized as fundamental in success at all levels and in the creation and support for a highly skilled workforce.

Missouri has been successful! Faced with tremendous budget reductions, Missouri has addressed "Preparation" in higher education by moving from a C+ in 2000, to a B- in 2004, according to Missouri's performance in *Measuring Up 2004*, the report card issued by the National Center for Public Policy and Higher Education. In the same period, Missouri advanced in "Participation" from a C- to a B, in "Completion" from a B- to a B, and in "Benefits" from a C to a B.

However, Missouri is challenged! In the same report, Missouri dropped from a D+ in "Affordability" to an F. This score reflects the issues surrounding increasing costs, tuition increases, and a depressed economy unable to respond to state and higher education needs.

With this in mind, the CBHE is considering a Social Compact³, a compact that will address directly the issues confronting higher education and its place/value in the state.

First, we must regulate ourselves. We must ensure the integrity of our efforts and the trust granted to us by the citizens of the state. Simply, do what we are supposed to do and make it work.

Second, we need to re-examine the state's student financial aid efforts. If "Affordability" is the issue, all levels of support need to be considered to ensure that every citizen seeking higher education and a better quality of life has that chance. The CBHE has already started reviews of basic financial aid programs and have engaged the presidents of the public colleges and universities to look at new ways of funding and providing for students. This effort will do much to expand the financial aid base and support access and equity issues.

Third, we need to look to our colleges, universities, and state employees as a natural and healthy brain trust. Missouri, historically, has produced citizens who have led the world in industry, politics, sports, religion, and the arts to name a few. This ability to succeed is Missouri's heritage. We need to look to Missourians to solve our state's problems and return Missouri to its leadership role.

And fourth, higher education needs to open its doors and embrace business and industry. Higher education, given citizen interest, funding from the state, and its potential as a brain trust, must and will become the economic engine to drive the state's economy. The CBHE is committed to these principles and as our mission requires: To deliver an affordable, quality, coordinated postsecondary education system and increase successful participation benefiting all Missourians.

¹*Report of the Commission on the Future of Higher Education*, December 2003, p. 1.

²*Ibid.*, p.3.

³Ingram, Richard T., *American Imperative – Essay*, American Association of Governing Boards of Universities & Colleges, November 21, 2004.

Section 173.040 (5), RSMo – Budget Recommendations

The governor indicated that the colleges/universities would be funded in FY 2006 at the same level as FY 2005. The amounts below reflect that commitment. However, it is important to note that the CBHE, in support of the institutions (our advocacy role), requested more funding for higher education.

FY 2006 - All Institutions

	<u>FY 2005 Core Budget</u>	<u>FY 2006 CBHE Recommendation</u>	<u>FY 2006 Governor Recommendation</u>	<u>% Change from FY 2005</u>
Community Colleges				
Crowder College	4,301,655	4,614,454	4,301,655	0%
East Central College	5,225,206	5,605,162	5,225,206	0%
Jefferson College	7,666,780	8,224,277	7,666,780	0%
Metropolitan Community Colleges	31,851,545	34,167,661	31,851,545	0%
Mineral Area College	5,023,128	5,388,390	5,023,128	0%
Moberly Area Community College	4,854,349	5,259,729	4,854,349	0%
North Central Missouri College	2,479,665	2,659,976	2,479,665	0%
Ozark Technical Community College	9,363,824	10,336,822	9,363,824	0%
St. Charles Community College	7,013,917	7,828,956	7,013,917	0%
St. Louis Community Colleges	45,799,718	49,130,089	45,799,718	0%
State Fair Community College	5,325,886	5,713,163	5,325,886	0%
Three Rivers Community College	4,232,393	4,608,335	4,232,393	0%
Sub Total	133,138,066	143,537,014	133,138,066	0%
Tax Refund Offset	250,000	250,000	250,000	0%
TOTAL	133,388,066	143,787,014	133,388,066	0%
State Technical College				
Linn State Technical College	4,540,164	4,894,780	4,540,164	0%
Tax Refund Offset	30,000	30,000	30,000	0%
TOTAL	4,570,164	4,924,780	4,570,164	0%
Four-Year Institutions				
Missouri Southern State University	20,862,134	22,165,664	20,862,134	0%
Missouri Western State University	20,566,117	21,851,150	20,566,117	0%
Central Missouri State University	53,827,478	57,190,781	53,827,478	0%
Southeast Missouri State University	43,832,008	46,570,765	43,832,008	0%
Southwest Missouri State University	79,820,971	84,808,427	79,820,971	0%
Northwest Missouri State University	29,866,436	31,732,582	29,866,436	0%
Truman State University	40,768,154	43,315,472	40,768,154	0%
Lincoln University	16,752,592	17,799,345	16,752,592	0%
Harris-Stowe State College	9,810,682	10,423,683	9,810,682	0%
University of Missouri	400,819,361	425,863,769	400,819,361	0%
Sub Total	716,925,933	761,721,638	716,925,933	0%
Tax Refund Offset	875,000	875,000	875,000	0%
TOTAL	717,800,933	762,596,638	717,800,933	0%

Conclusion

The CBHE and the MDHE staff are dedicated to ensuring that anyone who wants to pursue a postsecondary education in Missouri has an opportunity to do so. By adopting and following the principles outlined in the Social Compact that was referenced on pages 15 and 16, we will be addressing the issues that are important to achieving this goal.

Questions regarding this annual report should be directed to Susanne C. Medley, director of communications and customer assistance, at (573) 522-1377.

Appendix A

Missouri Revised Statutes

Chapter 173

Department of Higher Education

Section 173.040

Reports to governor and general assembly, contents.

173.040. The coordinating board is directed to submit a written report to the governor or governor-elect at least forty-five days prior to the opening of each regular session of the general assembly and to submit the same report to the general assembly within five days after the opening of each regular session. The report shall include:

- (1) A statement of the initial coordinated plan for higher education in Missouri, together with subsequent changes and implementations;
- (2) A review of recent changes in enrollments and programs among institutions of higher education in the state;
- (3) A review of requests and recommendations made by the coordinating board to institutions of higher education in accordance with section 173.030 and of the college's or university's response to requests and recommendations, including noncompliance therewith;
- (4) The coordinating board's recommendations for development and coordination in state-supported higher education in the forthcoming biennium, within the context of the long-range coordinated plan;
- (5) The coordinating board's budget recommendations for each state-supported college or university for the forthcoming biennium.

Appendix B

Missouri Department of Higher Education FY 2005 Coordinated Strategic Plan

Strategic Planning for Quality and Performance Excellence

Since September 2002, the CBHE and the MDHE have begun shifting their focus from being compliance-oriented to developing strategies and services that are oriented toward performance improvement. In a little over a year, the CBHE and MDHE have:

- Adopted the Malcolm Baldrige Award criteria as their management model.
- Identified a new vision and mission for the MDHE.
- Identified and prioritized desired results, and started identifying strategies to achieve these results.
- Through internal departmental planning, categorized the desired results into three key result areas: preparation, participation, and performance.
- Introduced the change agent model for performance improvement at the MDHE. This model involves a team approach, and emphasizes customer input and responsiveness to customer needs.
- Identified and completed three improvement projects chartered in FY 2003. These projects are:
 - Expansion of the early awareness and outreach program;
 - Conversion to the new student loan servicing system; and
 - Redesigning the department's website.
- Restructured the MDHE to align with the desired results and to be more cost-effective. The MDHE is a much flatter organization now and includes three operational groups which are aligned with the desired results: Academic Affairs, Missouri Student Loan, and Financial Assistance and Outreach. The support groups of the organization, which offer assistance to each of the three operational groups, include: Communications and Customer Assistance; Educational Policy, Planning, and Improvement Center; Information Technology; Contracts and Compliance; and Fiscal, Legislative, and Administration.
- Identified a second round of improvement projects on which to focus during FY 2005, including:
 - Development of a financial literacy program.
 - Development of a marketing program for the student loan guarantee program.
 - Expanding outreach and early awareness.
 - Improving the state grants and scholarships award delivery process.
 - Institutional adoption of quality principles as a management tool.
 - Measuring value-added student learning.
- Provided staff support to the Commission on the Future of Higher Education.

All of these efforts have shaped the key result areas, priority results, targets, and strategies that are outlined in the department's FY 2005 Coordinated Strategic Plan. Guidelines and criteria for each of the priority results and key departmental products were developed in early 2004 and are being reviewed.

Vision, Mission, and Values

Vision

Missouri will be a recognized national leader in higher education quality and performance excellence.

Mission

To deliver an affordable, quality, coordinated postsecondary education system and increase successful participation, benefiting all Missourians.

Values

Customer Line: We value our customers.

We are responsive to the needs of our diverse customer groups to ensure they receive what they want from the state's system of higher education.

Open Line: We value widespread access and successful participation.

We promote access to postsecondary education so that all Missourians and Missouri communities share in the economic and social benefits of education.

Bottom Line: We value performance and accountability.

We measure the performance of our programs and services, and communicate the results of those measurements, to ensure quality improvements and the delivery of cost-effective, high-quality programs and services.

Front Line: We value employee involvement.

We solicit employees' ideas and involvement in designing and delivering programs and services.

Key Result Areas and Priority Results

Key Result Area

Preparation

*Improved preparation for
education after high school*

Participation

*Increased participation
and success in
postsecondary education*

Performance Excellence

*Enhanced effectiveness of
college and university education
through quality initiatives and
improved MDHE services*

Priority Results

- 1. Teacher Quality** – Increase the percentage of teacher education graduates meeting CBHE-recommended 16-unit high school core curriculum goals and teacher education graduates meeting CBHE test goals.
- 2. Affordability** – Increase and improve need-based financial aid (and affordable options) for low- and middle-income families.
- 3. Benefits** – Increase the percentage of the population aged 25 to 64 who successfully complete a one-year or two-year certificate or an associate degree or a bachelor's degree.
- 4. Underrepresented Groups** – Increase completion rates among underrepresented students.
- 5. Workforce Development** – Increase the percentage of employer workforce needs that are met.
- 6. Quality and Performance Excellence within Institutions** – Increase the number of institutions undertaking and assessing improvement initiatives, with measurable goals and targets.
- 7. Employees as Assets** – Promote employee involvement in designing and delivering departmental programs, and develop employee skills to enhance employees' job satisfaction and the quality and efficiency of department services.

Results, Measures, Targets, and Strategies

1. Priority Result: Teacher Quality

Increase the percentage of teacher education graduates completing the CBHE-recommended 16-unit high school core curriculum and increase the percentage of prospective teachers attaining an ACT-composite score average of 22 and/or a score of 265 for each subject area sub-test of the College Basic Academic Subjects Examination (CBASE).

The CBASE consists of five parts, including a writing component, and assesses knowledge and skills in language arts, mathematics, science, and social studies. To qualify for admission to a professional education program, including teacher education, the Missouri Department of Elementary and Secondary Education (DESE) requires the candidate to attain a minimum score of 235 on each sub-test of the CBASE. DESE does not require individuals seeking postbaccalaureate certification to take the CBASE.

Baseline Measures

- Number of teacher education programs requiring CBHE test goals
- Number and percentage of teacher education graduates meeting CBHE test goals

1A. Public Four-Year College and University Teacher Education Graduates with Recommended High School Core Curriculum Measures

Year	Number of Graduates with Recommended Core	Percentage	Number of Graduates with Less Than the Recommended Core	Percentage	Unknown	Percentage
2002 - 2003	749	26%	195	7%	1,934	67%
2001 - 2002	695	24%	171	6%	2,002	70%
2000 - 2001	698	24%	232	8%	1,936	68%
Total	2,142	25%	598	7%	5,872	68%

Note: Among those students for whom it is known whether or not they have the recommended high school core curriculum, 22 percent do not have the recommended core curriculum. Teacher education programs are defined in this study as those with CIP codes under 13.10 (Special Education), 13.12-13.13 (Teacher Education), and 13.14 (Teaching English as a Second Language). Source: MDHE Enhanced Missouri Student Achievement Study

1B. Public College and University Graduates, Excluding Teacher Education Graduates, with Recommended High School Core Curriculum Measures

Year	Number of Graduates with Recommended Core	Percentage	Number of Graduates with Less Than the Recommended Core	Percentage	Unknown	Percentage
2002 - 2003	6,998	33%	1,366	6%	12,834	61%
2001 - 2002	5,969	29%	1,379	7%	12,996	64%
2000 - 2001	5,079	26%	1,422	7%	12,841	66%
Total	18,046	30%	4,167	7%	38,671	64%

Note: Among those students for whom it is known whether or not they have the recommended high school core curriculum, 19 percent do not have the recommended core curriculum.

Source: MDHE Enhanced Missouri Student Achievement Study

1C. ACT and CBASE Measures for Teacher Education Graduates (Based on 1999-2000 Completers of Teacher Preparation Programs)

Number of public institutions where the applicants for teacher certification averaged an ACT composite score at or above the CBHE-recommended average ACT score of 22	<i>10 of 13 (77%)</i>
Number of independent institutions where the applicants for teacher certification averaged an ACT composite score at or above the CBHE-recommended average ACT score of 22	<i>18 of 23 (78%)</i>
Number of public institutions where median CBASE scores on one or more of the five subjects were at or above the CBHE-recommended score of 265 (after one or more attempts through December 1998)	<i>13 of 13 (100%)</i>
Number of independent institutions where median CBASE scores on one or more of the five subjects were at or above the CBHE-recommended score of 265 (after one or more attempts through December 1998)	<i>22 of 23 (96%)</i>

Source: Missouri Department of Elementary and Secondary Education Teacher Preparation Institution Profiles

1D. Average ACT Composite Scores by Institution

Institution	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Central Missouri State University	20.5	21.0	21.7	22.1	22.0	21.7	21.9	22.0	22.3	21.8
Harris-Stowe State College	17.6	18.2	18.7	17.7	18.5	18.2	18.0	19.0	18.0	17.7
Lincoln University	18.2	18.6	18.7	18.7	18.2	17.9	17.7	17.3	17.5	17.2
Missouri Southern State University-Joplin	21.1	21.1	21.1	21.2	21.5	21.6	21.7	21.6	21.9	21.8
Missouri Western State College	19.3	19.3	19.7	19.8	19.6	19.3	19.4	19.5	19.3	19.1
Northwest Missouri State University	22.0	21.0	22.0	22.0	22.0	22.0	22.0	22.0	22.0	21.7
Southeast Missouri State University	22.4	22.5	22.7	22.8	22.6	22.4	22.5	22.2	22.3	22.3
Southwest Missouri State University	21.9	22.4	22.4	23.1	23.4	23.3	23.6	23.5	23.4	23.5
Truman State University	26.0	26.0	26.4	27.0	27.2	27.1	27.0	27.0	27.4	27.4
UM-Columbia	24.7	25.1	25.3	25.7	25.8	25.5	25.8	25.6	25.5	25.4
UM-Kansas City	24.4	24.1	24.1	24.9	24.8	24.7	24.4	23.7	23.6	23.6
UM-Rolla	27.5	27.5	27.5	28.1	28.0	27.7	27.3	26.8	27.3	27.2
UM-St. Louis	22.2	21.8	21.7	22.4	23.3	22.9	23.5	23.1	23.3	23.2

Sources: DHE06, Ability Descriptors of First-time Freshmen; MDHE Enhanced Missouri Student Achievement Study

Targets

- Increase the percentage of teacher education curricula requiring CBHE test goals to 100 percent by FY 2007.
 - Increase the percentage of teacher education graduates meeting CBHE test goals to 100 percent by FY 2007.
 - Increase the percentage of newly certified mathematics and science teachers by five percentage points by FY 2007.
- (Note: Baseline measures for these targets are being developed.)

Strategies

- Provide funding incentives for teacher education programs to include CBHE test goals as part of their graduation requirements.
- With DESE, develop approaches to assess teacher performance based on the academic performance and achievement of the students they teach.
- Administer federally funded Improving Teacher Quality Grants program.

Results, Measures, Targets, and Strategies

2. Priority Result: Affordability

Increase and improve need-based financial aid and affordable options for low- and middle-income families.

Baseline Measures

- Number and percentage of students by school district, household income, and race/ethnicity who complete the Free Application for Federal Student Aid (FAFSA), complete the FAFSA by deadline, or do not complete the FAFSA (Note: Baseline measures by school district and race/ethnicity are being developed.)

2A. Dependent Students Completing a FAFSA by Adjusted Gross Income (AGI)

	AGI \$75,000 or Higher High	AGI Between \$35,000 and \$74,999 Medium	AGI Below \$35,000 Low
Number and percentage completing the FAFSA between January 1, 2001 and before April 1, 2001 (on time)	17,489 55%	22,416 56%	13,581 51%
Number and percentage completing the FAFSA between April 1, 2001 and June 30, 2002 (not on time)	14,532 45%	17,881 44%	12,960 49%
Number and percentage not completing the FAFSA between January 1, 2001 and June 30, 2002 (did not complete)	Being developed	Being developed	Being developed
Total (98,859)	32,021 100%	40,297 100%	26,541 100%

Note: 2000 median Missouri household income: \$37,934 (U. S. Census).

Source: Academic Year 2002-2003 Free Application for Federal Student Aid (FAFSA), January 1, 2002 to June 30, 2003

- Number and percentage of the Missouri College Guarantee, Charles Gallagher Grant, and Pell Grant program recipients, by household income, race/ethnicity, and school district (Note: Baseline measures by school district are being developed.)

2B. Dependent Student Recipients of a Charles Gallagher Grant, a College Guarantee Grant, or a Pell Grant by Adjusted Gross Income (AGI)

	AGI \$75,000 or Higher High	AGI Between \$35,000 and \$74,999 Medium	AGI Below \$35,000 Low	AGI Total
Number and percentage receiving a Charles Gallagher Grant during Academic Year 2001-2002	1,263 16%	3,872 48%	2,959 37%	8,094 100%
Number and percentage receiving a College Guarantee Scholarship during Academic Year 2001-2002	27 <1%	1,745 45%	2,129 55%	3,901 100%
Number and percentage receiving a Pell Grant during Academic Year 2001-2002	13 <1%	1,911 32%	4,121 68%	6,045 100%
Total	1,303 7%	7,528 42%	9,209 51%	18,040 100%

Note: Percentages may not add to 100 percent due to rounding. 2000 median Missouri household income: \$37,934 (U. S. Census).

Source: Academic Year 2001-2002 MDHE Grants and Scholarships; Free Application for Federal Student Aid (FAFSA)

2C. Dependent Student Recipients of a Charles Gallagher Grant, a College Guarantee Grant, or a Pell Grant by Race/Ethnicity

	White	African American	Hispanic	Other*	Total
Number and percentage receiving a Charles Gallagher Grant during Academic Year 2001-2002	6,107 75%	621 8%	108 1%	1,258 16%	8,094 100%
Number and percentage receiving a College Guarantee Grant during Academic Year 2001-2002	3,356 86%	228 6%	58 1%	259 7%	3,901 100%
Number and percentage receiving a Pell Grant during Academic Year 2001-2002	4,619 76%	591 10%	88 2%	747 12%	6,045 100%
Total	14,082 78%	1,440 8%	254 1%	2,264 13%	18,040 100%

*Includes students of other races and those whose race/ethnicity is unknown.

Note: Percentages may not add to 100 percent due to rounding.

Source: Academic Year 2001-2002 MDHE Grants and Scholarships, Enhanced Missouri Student Achievement Study

Targets

- By FY 2005, increase the percentage of students from low- and middle-income families completing the FAFSA by deadline by five points.
- By FY 2005, increase the percentage of students from low- and middle-income families receiving financial aid through the federal Pell Grant, and from the Missouri College Guarantee and the Charles Gallagher Grant programs, by five points.

Strategies

- Sponsor College Goal Sunday activities in February 2004 at eight college sites throughout the state. Activities are designed to provide information about and assistance related to FAFSA completion for high school seniors and their families.
- Develop communication and assistance programs related to FAFSA completion and deadlines for high school counselors.
- Implement recommendations of the Early Awareness and Outreach Improvement Project team chartered in FY 2003.
- Review the feasibility of and develop proposals to consolidate existing state grant and scholarship programs.
- Develop policy and legislative proposals to produce consistent student eligibility criteria.
- Explore new funding streams for state need-based grants.

Results, Measures, Targets, and Strategies

3. Priority Result: Benefits

Increase the percentage of the population aged 25 to 64 who successfully complete a one-year or two-year certificate or an associate degree, or a bachelor's degree.

Baseline Measures

- Number and percentage of students aged 18 to 24 and students aged 25 or older enrolling in a postsecondary program by type of program

3A. Number and Percentage of 2002 Enrollment in Postsecondary Education by Age and Institutional Type

	Total Enrollment	Percent Aged 18 to 24	Percent Aged 25 and Over
Undergraduate students enrolled in public and independent two-year associate degree-granting institutions	81,708 100%	49,971 61%	31,737 39%
Undergraduate students enrolled in public and independent four-year baccalaureate or higher degree-granting institutions	157,122 71%	114,586 52%	42,536 19%
Graduate and first professional students enrolled in public and independent four-year graduate or first professional degree-granting institutions (e.g., law, medicine, pharmacy, etc.)	65,236 29%	16,089 7%	49,147 22%
Total	304,066	59%	41%

*Percentages may not add to 100 percent due to rounding.

Note: Students younger than 18 or whose age is unknown have been excluded from calculations.

Source: Integrated Postsecondary Education Data System (IPEDS)

3B. Students by Age as a Percentage of Total Enrollment Enrolled at Missouri Public Two- or Four-Year Colleges and Universities

	1998	1999	2000	2001	2002
Percentage of all undergraduate students enrolled at a Missouri public two-year institution, aged 18 to 24	56%	58%	58%	60%	61%
Percentage of all undergraduate students enrolled at a Missouri public four-year institution, aged 18 to 24	80%	81%	81%	81%	81%
Percentage of all undergraduate students enrolled at a Missouri public two-year institution, aged 25 and older	43%	42%	42%	40%	39%
Percentage of all undergraduate students enrolled at a Missouri public four-year institution, aged 25 and older	20%	19%	19%	19%	19%

Note: Students younger than 18 or whose age is unknown have been excluded from calculations.

Source: IPEDS Fall Enrollment

3C. Postsecondary Participation

Student Age	Number of students in 2000	Projected number of students in 2015 (at current rate)	Percent change 2000-2015	Projected number of students in 2015 (at benchmark rate*)	Percent change 2000-2015 (to reach benchmark rate*)	Participation gap in 2015
18-24	175,609	182,586	+4%	265,158	+51%	82,572
25+	142,980	159,825	+12%	258,900	+81%	99,075
All (18+)	318,589	342,411	+7%	524,058	+64%	181,647

*Benchmark rates established by top performing states for Participation in "Measuring Up 2002" prepared by the National Center for Public Policy and Higher Education.

Source: "Closing the College Participation Gap: State Profiles," Education Commission of the States, October 2003

- Student retention rates by type of higher education program

3D. Freshman-to-Sophomore Retention Rates*

Public two-year institutions	50%
Public four-year institutions	78%

*Based on fall 2002 first-time freshmen enrolled in fall 2003.

Source: MDHE Enhanced Missouri Student Achievement Study

- Completion/graduation rates by type of higher education program

3E. Graduation Rates*

	1999	2000	2001	2002	2003
Missouri public two-year institutions, three-year graduation rate	23%	24%	25%	23%	25%
Missouri public four-year institutions, six-year graduation rate	50%	52%	56%	56%	57%
National public and independent two-year institutions, three-year graduation rate	31%	30%	30%	n/a	n/a
National public and independent four-year institutions, three-year graduation rate	52%	53%	54%	n/a	n/a

*Based on first-time, full time freshmen enrolling in public community colleges 3 years earlier and first-time, full time freshmen enrolling in public four-year colleges and universities 6 years earlier.
Sources: MDHE Enhanced Missouri Student Achievement Study; The National Information Center for Higher Education Policymaking and Analysis (www.higheredinfo.org)

3F. Educational Attainment by Age and Degree Level, 1990 and 2000

	1990	1990	2000	2000
Age of Student and Level of Educational Attainment	Number	Percentage of Population	Number	Percentage of Population
Number and percentage of students aged 18 to 24 with some college but no degree	178,392	35%	188,155	35%
Number and percentage of students aged 18 to 24 with an associate degree	20,799	4%	19,734	4%
Number and percentage of students aged 18 to 24 with a bachelor's degree or higher	38,154	7%	41,638	8%
Total students aged 18 to 24 with some college or higher	237,345	47%	249,527	47%
Number and percentage of students aged 25 or older with some college but no degree	607,163	18%	796,999	22%
Number and percentage of students aged 25 or older with an associate degree	149,347	5%	184,666	5%
Number and percentage of students aged 25 or older with a bachelor's degree or higher	586,661	18%	784,476	22%
Total students aged 25 or older with some college or higher	1,343,171	41%	1,766,141	49%

Sources: U. S. Census 1990 and 2000

Targets

- By FY 2005, increase the number and proportion of students aged 18 to 24 enrolling in postsecondary programs by five percentage points.
- By FY 2005, increase the number and proportion of students aged 25 and over enrolling in postsecondary programs by five percentage points.
- Reduce the overall participation gap in Missouri (the number of additional students needing to enroll by 2015, in order to match the participation rate of the best performing states) by five percentage points by FY 2005.
- By FY 2005, increase the retention rates in certificate and two- and four-year programs by five percentage points.
- By FY 2005, increase the completion rates in certificate and two- and four-year programs by five percentage points.

Strategies

- Design and implement a statewide financial literacy program based on the recommendations of the Financial Literacy Program Improvement Project Team chartered in FY 2004.
- Implement the recommendations of the Outreach and Early Awareness Improvement Project Team chartered in FY 2003.
- Implement the recommendations of the Website Redesign Improvement Project Team chartered in FY 2003.
- Implement the recommendations of the American Student Assistance (ASA) System Customer Team Improvement Project Team chartered in FY 2003.
- Support distance learning, including the Missouri Learners' Network (MLN), and other alternative learning opportunities.

Results, Measures, Targets, and Strategies

4. Priority Result: Underrepresented Groups

Increase completion rates among underrepresented students.

Baseline Measures

- High school non-completion rates by race/ethnicity.

4A. Annual Dropout Rate (Grades 9-12) as a Percentage of Total Enrollment

	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
Asian	3.38%	3%	2%	2%	1%
African American	7.18%	7%	6%	6%	5%
Hispanic	7.37%	9%	7%	6%	5%
Native American	6.45%	3%	5%	5%	4%
White	4.36%	4%	4%	3%	3%
Total	4.83%	5%	4%	4%	3%

Source: Missouri Department of Elementary and Secondary Education

- Postsecondary enrollment rates by race/ethnicity and by household income

4B. Proportion of 2002 Enrollment by Race/Ethnicity and Institutional Type

	White		African American		Hispanic		Other		Total	
Institution	<i>Number</i>	<i>Pct.</i>	<i>Number</i>	<i>Pct.</i>	<i>Number</i>	<i>Pct.</i>	<i>Number</i>	<i>Pct.</i>	<i>Number</i>	<i>Pct.</i>
Public Two-Year	68,074	84%	10,351	13%	1,312	2%	1,704	2%	81,441	100%
Public Four-Year	103,482	87%	9,910	8%	1,931	2%	3,454	3%	118,777	100%
Public Total	171,556	86%	20,261	10%	3,243	2%	5,158	3%	200,218	100%
Independent Two-Year	496	90%	18	3%	13	2%	27	5%	554	100%
Independent Four-Year	72,795	78%	12,766	14%	4,013	4%	3,720	4%	93,294	100%
Independent Total	73,291	78%	12,784	14%	4,026	4%	3,747	4%	93,848	100%
State Total	244,847	83%	33,045	11%	7,269	2%	8,905	3%	294,066	100%

*Percentages may not add to 100% due to rounding.

Source: Integrated Postsecondary Education Data System (IPEDS)

- Postsecondary retention rates by race/ethnicity and by household income

4C. Freshman-to-Sophomore Retention Rates of First-Time, Full Time Freshmen* by Race/Ethnicity and by Adjusted Gross Income (AGI)

Institution	White	African American	Hispanic	Other Races or Ethnic Groups	AGI \$75,000 or Higher	AGI Between \$35,000 and \$74,999	AGI Below \$35,000
Public Two-Year	53%	38%	48%	43%	Being developed	Being developed	Being developed
Public Four-Year	81%	62%	81%	45%	Being developed	Being developed	Being developed

*Based on fall 2002 first-time freshmen enrolled in fall 2003.

Note: 2000 median Missouri household income: \$37,934 (U. S. Census).

Source: Free Application for Federal Student Aid (FAFSA); MDHE Enhanced Missouri Student Achievement Study

4D. Three- and Six-Year Graduation Rates of First-Time, Full Time Freshmen* by Race/Ethnicity and by Adjusted Gross Income (AGI)

Institution	White	African American	Hispanic	Other Races or Ethnic Groups	AGI \$75,000 or Higher	AGI Between \$35,000 and \$74,999	AGI Below \$35,000
Public Two-Year	27%	5%	21%	20%	Being developed	Being developed	Being developed
Public Four-Year	60%	42%	45%	51%	Being developed	Being developed	Being developed

*Based on fall 2000 first-time, full time freshmen enrolling in public community colleges and graduating by 2002-2003, and fall 1997 first-time, full time freshmen enrolling in public four-year colleges and university and graduating by 2002-2003.

Note: 2000 median Missouri household income: \$37,934 (U. S. Census).

Source: Free Application for Federal Student Aid (FAFSA); MDHE Enhanced Missouri Student Achievement Study

Targets

- By FY 2005, decrease the high school non-completion rate among students from racial/ethnic minority groups by five percentage points.
- By FY 2005, increase postsecondary program enrollment rates among students from low-income households and racial/ethnic minority groups by five percentage points.
- Increase retention rates among students from low-income households and from racial/ethnic minority groups by five percentage points by FY 2005.
- Increase completion/graduation rates among students from low-income households and from racial/ethnic minority groups by five percentage points by FY 2005.

Strategies

- Implement the recommendations of the Outreach and Early Awareness Improvement Project Team chartered in FY 2003.
- Implement the recommendations of the State Grants and Scholarships Award Delivery Process Improvement Project Team chartered in FY 2004.

Results, Measures, Targets, and Strategies

5. Priority Result: Workforce Development

Increase the percentage of employer workforce needs that are met.

Baseline Measures

- Level of demand for labor by occupation

5A. Projected Growth in Missouri's Top 30 High Demand Occupations

	Employment 2000 Estimated*	Employment 2010 Projected	Numerical Change 2000-2010	Percent Change 2000-2010	Average Annual Openings
Computer Support Specialists	11,020	19,280	8,260	75%	873
Network/Computer Systems Administrators	4,050	6,420	2,370	59%	254
Computer Software Engineers, Applications	6,160	9,570	3,410	55%	381
Social and Human Service Assistant	4,150	6,440	2,290	55%	290
Personal and Home Care Aides	9,620	13,800	4,180	43%	565
Medical Assistants	7,080	9,930	2,850	40%	473
Special Education, Preschool, Kindergarten, and Elementary Teachers	4,970	6,820	1,850	37%	248
Pharmacy Technicians	5,000	6,720	1,720	34%	302
Computer and Information Systems Managers	6,470	8,690	2,220	34%	331
Medical Records and Health Information Technicians	4,380	5,750	1,370	31%	235
Computer Systems Analysts	10,930	14,200	3,270	30%	423
Sheet Metal Workers	4,940	6,390	1,450	29%	246
EMTs and Paramedics	5,730	7,410	1,680	29%	314
Home Health Aides	9,200	11,730	2,530	27%	371
Child, Family, and School Social Workers	6,330	8,020	1,690	27%	240

Projected Growth in Missouri's Top 30 High Demand Occupations (continued)

	Employment 2000 Estimated*	Employment 2010 Projected	Numerical Change 2000-2010	Percent Change 2000-2010	Average Annual Openings
Combined Food Preparation and Serving Workers, inc. Fast Food	50,290	63,290	13,000	26%	4,379
Electricians	13,270	16,650	3,380	25%	585
Dental Assistants	4,720	5,920	1,200	25%	205
Sales Managers	7,290	9,110	1,820	25%	287
Teacher Assistants	13,890	17,190	3,300	24%	620
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	3,880	4,800	920	24%	133
Customer Service Representatives	41,720	51,570	9,850	24%	1,339
Educational, Vocational, and School Counselors	4,400	5,420	1,020	23%	191
Bill and Account Collectors	8,950	11,020	2,070	23%	430
Lawyers	11,140	13,680	2,540	23%	328
Pharmacists	4,790	5,880	1,090	23%	252
Construction Laborers	14,480	17,750	3,270	23%	460
Hotel, Motel, and Resort Desk Clerks	4,030	4,930	900	22%	266
Marketing Managers	4,370	5,280	910	21%	155
Medical and Health Services Managers	5,120	6,180	1,060	21%	194

*Based on survey sample data.

Source: Missouri Department of Economic Development, Missouri Economic Research and Information Center, 2003

- Number and type of postsecondary programs awarding certificates and/or degrees in life sciences, advanced manufacturing, and information technology

5B. Certificates and Degrees Conferred in Life Sciences*, Advanced Manufacturing, and Information Technology as a Percentage of Total Degrees Conferred

Year	Life Sciences*	Advanced Manufacturing	Information Technology
FY 2000	5.0%	5.4%	6.3%
FY 2001	4.7%	5.2%	7.0%
FY 2002	4.7%	5.2%	7.4%
FY 2003	4.3%	5.0%	7.6%

*Biomedical/biotechnology degrees.

Source: IPEDS Completions

Targets

- By FY 2007, increase the percentage of graduates from postsecondary programs related to life sciences, advanced manufacturing, and information technology by five points.

Strategies

- Implement the recommendations of the 2003 Business and Education Roundtable report.
- Develop proposals for identifying cluster-based delivery of technical education.
- Collaborate with the Research Alliance of Missouri (RAM) to promote educational and employment opportunities in the Life Sciences sector.
- Collaborate with the Missouri Higher Education Loan Authority (MOHELA) to provide scholarship funding for students pursuing math and science degrees.

Results, Measures, Targets, and Strategies

6. Priority Result: Quality and Performance Excellence

Increase the number of institutions undertaking and assessing improvement initiatives with measurable goals and targets.

To begin working toward improving the quality of higher education and performance of the state's public and independent colleges and universities, the MDHE co-sponsored the Enhancing the Performance of Missouri Higher Education: Paths to Performance Excellence Conference in Kansas City and St. Louis on September 10 and 12, 2003, respectively. Other sponsors of the conference included the Excellence in Missouri Foundation, Missouri Quality Award; Higher Learning Commission, Academic Quality Improvement Program; Independent Colleges and Universities of Missouri; Missouri Community College Association; and the Missouri Council on Public Higher Education.

These conferences began the MDHE's discussions with the leadership of Missouri's colleges and universities about the need for and opportunities presented to improve the quality and performance of the state's system of higher education.

In December 2003, the CBHE challenged the state's public colleges and universities to come forward with implementation plans for projects related to Campus Quality Improvement, Value-Added Student Learning, and/or K-12 Teacher Quality. Based on a review by MDHE staff, funding for the respective implementation plans will be recommended in the CBHE's FY 2005 appropriation request for Performance Excellence Funding.

Baseline Measures

- Number of institutions with improvement initiatives by type of initiative
- Number of improvement initiatives by public institution
- Number of institutions assessing overall institutional performance
- Number of institutions reporting measures/assessment of improvement initiatives to the MDHE

Targets

- Increase by 25 percent the number of public institutions undertaking improvement initiatives during FY 2005.
- Increase the number of public institutions implementing and reporting to the MDHE assessments of their improvement initiatives so that 100 percent of public institutions with improvement initiatives are reporting these assessments by FY 2006.

Strategies

- Implement Performance Excellence Funding in FY 2005.
- Implement the recommendations of the Promoting Institutional Adoption of Quality Principles as a Management Tool Improvement Project Team chartered in FY 2004.
- Implement the recommendations of the Measuring Value-Added Student Learning Improvement Project Team chartered in FY 2004.
- Administer and evaluate Cycle 2 Teacher Quality Grants program.

Results, Measures, Targets, and Strategies

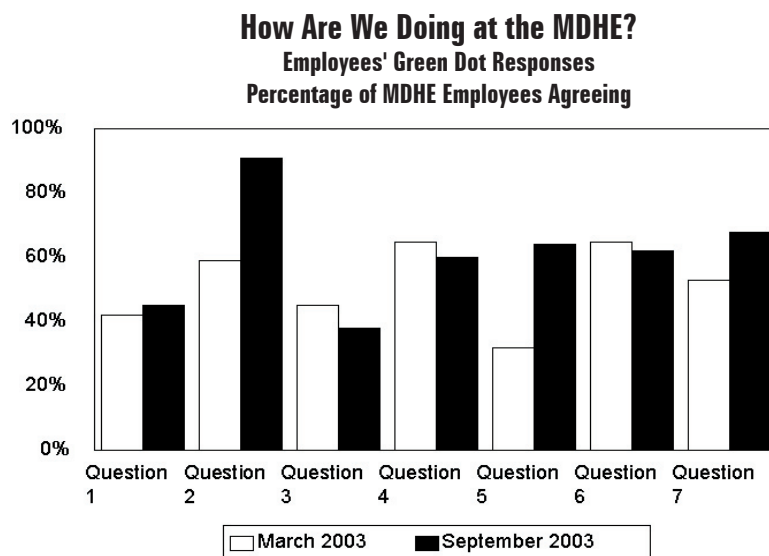
7. Priority Result: Employees as Assets

Promote employee involvement in designing and delivering department programs, and develop employee skills to enhance employees' job satisfaction and the quality and efficiency of department services.

Baseline Measures

- Results of "Red Dot/Green Dot" employee satisfaction assessment

7A.



Question 1: I know where the department is heading and how I fit in.

Question 2: The department places customer satisfaction as its top priority and continually makes improvements to satisfy customers.

Question 3: The department invests in improving my skills and helping me achieve my personal and professional goals.

Question 4: I am encouraged to contribute ideas to improve the department.

Question 5: Internal communication is improving and I know what is going on in the department.

Question 6: I am valued as an employee at the department.

Question 7: The department is a fun place to work.

- Results of Missouri Quality Award self-assessment (being developed)
- Staff turnover rates

Turnover rates are calculated by counting the number of new hires for existing positions and dividing it by the average number of full time equivalent (FTE) employed at the department for the full fiscal year. The average total FTE employed does not include new positions filled.

7B. Department of Higher Education Turnover Rates

FY	Rate
2001	17%
2002	16%
2003	9%

Targets

- Increase by five percentage points in FY 2005 the proportion of employees who report they know where the department is headed and how they fit in with the department's mission.
- Increase by five percentage points in FY 2005 the number of employees involved for the first time in departmental improvement projects.
- By FY 2005, double the number of employees who have received training in the change agent/quality improvement process.

Strategies

- Schedule change agent/quality improvement training for up to 10 employees.
- Fill at least one-half of the team "slots" with employees who were not involved in one of the first round (FY 2003) improvement projects.
- Conduct a staff-wide assessment on training and professional development needs.
- Schedule quarterly all-staff meetings organized around communicating the department's Coordinated Strategic Plan.

Appendix C

Participation Rates: Total Headcount Enrollment at Public Institutions

Fall 1981 and Fall 2000 to Fall 2004

INSTITUTION	Fall 1981	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Four-Year Colleges						
Harris-Stowe State College	1,242	1,835	1,921	1,968	1,911	1,605
Missouri Southern State College	4,330	5,785	5,899	5,782	5,410	5,256
Missouri Western State College	4,259	5,089	5,102	5,197	4,928	5,065
Subtotal	9,831	12,709	12,922	12,947	12,249	11,926
Regional Universities						
Central Missouri State University	9,887	10,936	10,822	10,313	10,351	10,051
Northwest Missouri State University	5,000	6,442	6,625	6,514	6,622	6,280
Southeast Missouri State University	9,122	8,948	9,348	9,533	9,568	9,545
Southwest Missouri State University	14,833	17,703	18,252	18,718	18,946	19,146
Southwest Missouri State University - West Plains	528	1,525	1,653	1,720	1,699	1,646
Subtotal	39,370	45,554	46,700	46,798	47,186	46,668
Statewide Liberal Arts University						
Truman State University	6,978	6,111	6,005	5,971	5,833	5,948
1890 Land-Grant University						
Lincoln University	2,689	3,347	3,332	3,092	3,128	3,275
1862 Land-Grant University						
University of Missouri-Columbia	24,774	23,309	23,667	26,124	26,805	27,003
University of Missouri-Kansas City	11,752	12,698	12,969	13,881	14,221	14,256
University of Missouri-Rolla	7,555	4,626	4,883	5,240	5,459	5,404
University of Missouri-St. Louis	12,390	15,397	14,993	15,658	15,599	15,498
Subtotal	66,138	65,488	65,849	69,966	71,045	71,384
PUBLIC FOUR-YEAR COLLEGE AND UNIVERSITY TOTAL	115,339	123,751	125,471	129,711	130,480	129,978
Community Colleges						
Crowder College	1,155	1,719	2,012	2,344	2,604	2,595
East Central College	2,040	3,190	3,462	3,320	3,269	3,337
Jefferson College	2,538	3,876	3,899	3,989	4,065	4,136
Metro Community College - Blue River	N/A	2,095	2,294	2,083	2,323	2,291
Metro Community College - Business and Technology	N/A	N/A	N/A	387	401	357
Metro Community College - Longview	4,749	6,022	5,792	5,802	5,712	5,603
Metro Community College - Maple Woods	2,596	5,294	5,045	4,840	4,745	4,462
Metro Community College - Penn Valley	5,354	4,366	4,376	4,526	4,479	4,825
Mineral Area College	1,469	2,702	2,878	3,093	2,946	2,820
Moberly Area Community College	983	2,938	3,269	3,624	3,588	3,695
North Central Missouri College	536	1,402	1,348	1,438	1,496	1,406
Ozarks Technical Community College	N/A	6,343	7,571	8,130	8,485	8,956
St. Charles County Community College	N/A	5,565	6,171	6,612	6,696	6,772
St. Louis Community College at Florissant Valley	11,740	6,690	6,924	7,289	7,141	6,793
St. Louis Community College at Forest Park	7,650	6,749	6,930	7,610	7,581	7,206
St. Louis Community College at Meramec	11,572	12,518	12,296	12,607	12,733	12,139
State Fair Community College	1,588	3,207	3,355	3,290	3,391	3,062
Three Rivers Community College	1,524	2,641	2,812	2,839	3,213	3,273
Subtotal	55,494	77,317	80,434	83,823	84,868	83,728
State Technical College						
Linn State Technical College	N/A	753	814	875	872	868
Public Institution Total	170,833	201,821	206,719	214,409	216,220	214,574

Participation Rates:

Historical Trend in First-Time, Full Time Freshmen Headcount at Public Institutions

Fall 1981 and Fall 2000 to Fall 2003

INSTITUTION	Fall 1981	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Four-Year Colleges						
Harris-Stowe State College	142	87	81	26	53	181
Missouri Southern State College	975	772	786	615	568	695
Missouri Western State College	804	916	1,100	1,135	996	1,020
Subtotal	1,921	1,775	1,967	1,776	1,617	1,896
Regional Universities						
Central Missouri State University	2,186	1,456	1,438	1,248	1,358	1,434
Northwest Missouri State University	1,215	1,249	1,240	1,191	1,202	1,226
Southeast Missouri State University	1,935	1,436	1,505	1,458	1,411	1,392
Southwest Missouri State University	2,527	2,499	2,511	2,707	2,675	2,697
Southwest Missouri State University - West Plains	100	306	350	365	392	342
Subtotal	7,963	6,946	7,044	6,969	7,038	7,091
Statewide Liberal Arts University						
Truman State University	1,482	1,400	1,458	1,445	1,312	1,478
1890 Land-Grant University						
Lincoln University	411	534	469	427	481	597
1862 Land-Grant University						
University of Missouri-Columbia	4,193	4,174	4,113	4,383	4,607	4,631
University of Missouri-Kansas City	722	689	737	752	765	906
University of Missouri-Rolla	1,403	674	693	788	871	839
University of Missouri-St. Louis	1,092	498	516	426	466	399
Subtotal	9,303	7,969	7,966	8,221	8,502	8,850
PUBLIC FOUR-YEAR COLLEGE AND UNIVERSITY TOTAL						
Community Colleges						
Crowder College	282	243	268	366	600	579
East Central College	358	363	488	572	544	530
Jefferson College	494	788	778	818	836	846
Metro Community College - Blue River	N/A	173	191	203	259	229
Metro Community College - Business and Technology	N/A	N/A	N/A	11	28	21
Metro Community College - Longview	622	490	371	606	433	457
Metro Community College - Maple Woods	266	430	442	470	392	396
Metro Community College - Penn Valley	300	256	268	259	220	259
Mineral Area College	316	420	515	585	551	549
Moberly Area Community College	232	478	536	653	740	387
North Central Missouri College	123	290	281	286	296	299
Ozarks Technical Community College	N/A	843	1,358	1,406	1,530	1,431
St. Charles County Community College	N/A	381	548	851	1,129	1,133
St. Louis Community College at Florissant Valley	1,039	489	653	761	777	727
St. Louis Community College at Forest Park	541	379	426	580	517	517
St. Louis Community College at Meramec	1,263	675	842	898	1,151	1,287
State Fair Community College	268	604	629	603	662	530
Three Rivers Community College	264	347	430	347	539	463
Subtotal	6,368	7,649	9,024	10,275	11,204	10,640
State Technical College						
Linn State Technical College	N/A	337	373	416	362	317
Public Institution Total	25,555	24,676	26,394	27,657	28,723	28,794

Participation Rates:

Historical Trend in First-Time, Full Time Equivalent (FTE) Enrollment at Public Institutions

Fall 1981 and Fall 2000 to Fall 2004

INSTITUTION	Fall 1981	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Four-Year Colleges						
Harris-Stowe State College	946	1,035	1,051	1,022	967	1,063
Missouri Southern State College	3,174	4,322	4,412	4,367	4,080	4,044
Missouri Western State College	3,284	4,038	4,093	4,134	3,933	3,996
Subtotal	7,404	9,395	9,556	9,523	8,980	9,103
Regional Universities						
Central Missouri State University	9,234	8,515	8,455	8,312	8,264	8,128
Northwest Missouri State University	4,380	5,295	5,362	5,296	5,209	5,017
Southeast Missouri State University	8,187	6,764	7,041	7,331	7,434	7,391
Southwest Missouri State University	11,462	14,112	14,396	14,632	14,930	15,181
Southwest Missouri State University - West Plains	315	924	1,046	1,104	1,114	1,072
Subtotal	33,578	35,610	36,300	36,675	36,951	36,789
Statewide Liberal Arts University						
Truman State University	6,233	5,819	5,721	5,677	5,535	5,689
1890 Land-Grant University						
Lincoln University	2,070	2,384	2,416	2,245	2,254	2,370
1862 Land-Grant University						
University of Missouri-Columbia	22,313	19,947	20,233	21,807	22,557	22,942
University of Missouri-Kansas City	7,985	8,092	8,333	9,006	9,286	9,608
University of Missouri-Rolla	6,684	3,996	4,148	4,483	4,606	4,594
University of Missouri-St. Louis	8,205	9,006	8,962	9,217	9,226	9,164
Subtotal	53,490	49,244	49,813	52,435	53,464	54,367
PUBLIC FOUR-YEAR COLLEGE AND UNIVERSITY TOTAL						
Community Colleges						
Crowder College	812	1,107	1,290	1,532	1,730	1,766
East Central College	1,353	1,868	1,932	1,934	1,994	2,066
Jefferson College	1,628	2,506	2,597	2,667	2,740	2,837
Metro Community College - Blue River	N/A	1,196	1,237	1,256	1,435	1,401
Metro Community College - Business and Technology	N/A	N/A	N/A	255	214	186
Metro Community College - Longview	2,506	3,236	3,334	3,331	5,361	3,410
Metro Community College - Maple Woods	1,270	2,876	2,838	2,806	2,806	2,689
Metro Community College - Penn Valley	2,878	2,277	2,422	2,585	2,553	2,793
Mineral Area College	993	1,786	1,951	2,127	2,067	1,974
Moberly Area Community College	662	1,761	2,017	2,266	2,328	2,395
North Central Missouri College	367	870	853	912	963	909
Ozarks Technical Community College	N/A	3,715	4,616	5,098	5,635	5,901
St. Charles County Community College	N/A	3,172	3,609	3,961	4,169	4,318
St. Louis Community College at Florissant Valley	5,636	3,638	3,823	4,151	4,103	3,933
St. Louis Community College at Forest Park	3,993	3,492	3,661	4,192	4,280	4,094
St. Louis Community College at Meramec	5,924	7,060	7,101	7,415	7,550	7,321
State Fair Community College	1,040	1,881	2,096	2,130	2,215	2,007
Three Rivers Community College	1,045	1,632	1,807	1,785	2,084	2,204
Subtotal	30,107	44,073	47,184	50,403	54,227	52,204
State Technical College						
Linn State Technical College	N/A	753	803	860	867	854
Public Institution Total	124,579	139,075	143,656	149,896	154,489	153,317

Appendix D

Participation Rates:

Total Headcount Enrollment at Private Not-for-Profit (Independent) Institutions

Fall 1981 and Fall 2000 to Fall 2004

INSTITUTION	Fall 1981	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Four-Year Colleges and Universities						
Avila University	1,974	1,412	1,644	1,746	1,783	2,104
Central Methodist College	671	1,231	1,279	1,361	1,963	2,094
College of the Ozarks	1,560	1,404	1,395	1,345	1,348	1,348
Columbia College	2,225	7,948	8,564	8,957	10,146	11,011
Culver-Stockton College	644	821	821	828	835	855
Drury University	2,805	4,370	4,243	4,430	4,583	4,758
Evangel University	1,886	1,538	1,570	1,755	1,847	1,967
Fontbonne University	882	2,060	2,192	2,344	2,542	2,827
Hannibal-LaGrange College	434	1,104	1,099	1,117	1,128	1,067
Lindenwood University	1,916	6,056	6,446	6,940	7,838	8,615
Maryville University	1,688	3,055	3,162	3,265	3,301	3,140
Missouri Baptist University	438	2,806	3,105	3,191	3,656	4,058
Missouri Valley College	482	1,549	1,577	1,600	1,625	1,641
Park University	3,037	9,224	9,482	10,123	11,868	12,548
Rockhurst University	3,299	2,727	2,730	2,870	2,765	2,764
Saint Louis University	9,324	13,873	13,522	14,004	14,386	14,549
Southwest Baptist University	1,510	3,593	3,564	3,536	3,552	3,375
Stephens College	1,262	771	669	652	647	705
Washington University	10,855	12,118	12,187	12,767	13,020	13,380
Webster University	5,197	13,783	15,402	17,442	18,740	19,038
Westminster College	714	679	770	785	821	861
William Jewell College	1,746	1,442	1,369	1,430	1,274	1,310
William Woods University	838	1,479	1,659	1,813	2,173	2,191
Subtotal	55,387	95,043	98,451	104,301	111,841	116,206
Two-Year Colleges						
Cottey College	N/A	311	326	305	289	270
Wentworth Military Academy and Junior College	232	292	312	325	583	619
Subtotal	232	603	638	630	872	889
Independent Institution Total	55,619	95,646	99,089	104,931	112,713	117,095
STATE TOTAL	226,452	297,467	305,808	319,340	328,933	331,669

Participation Rates:

Historical Trend Freshmen Headcount at Private Not-for-Profit (Independent) Institutions

Fall 1981 and Fall 2000 to Fall 2004

INSTITUTION	Fall 1981	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Four-Year Colleges and Universities						
Avila University	141	166	156	129	152	132
Central Methodist College	193	219	244	233	223	185
College of the Ozarks	327	287	272	267	253	268
Columbia College	296	147	149	137	141	166
Culver-Stockton College	224	214	199	224	219	182
Drury University	242	414	422	476	496	440
Evangel University	344	453	402	442	440	423
Fontbonne University	134	164	154	183	194	190
Hannibal-LaGrange College	100	143	165	170	154	166
Lindenwood University	328	780	567	674	781	917
Maryville University	135	231	247	280	318	313
Missouri Baptist University	41	161	170	150	194	211
Missouri Valley College	175	430	408	426	401	376
Park University	89	148	132	149	94	116
Rockhurst University	347	270	295	213	244	305
Saint Louis University	707	1,405	1,330	1,409	1,377	1,456
Southwest Baptist University	405	455	475	281	309	304
Stephens College	375	134	128	122	139	157
Washington University	1,071	1,398	1,264	1,330	1,349	1,440
Webster University	173	416	388	381	419	452
Westminster College	224	173	248	207	240	231
William Jewell College	363	302	242	342	357	286
William Woods University	241	152	207	241	203	195
Subtotal	6,675	8,662	8,264	8,466	8,697	8,911
Two-Year Colleges						
Cottey College	N/A	158	179	155	150	146
Wentworth Military Academy and Junior College	106	62	45	78	54	43
Subtotal	106	220	224	233	204	189
Independent Institution Total	6,781	8,882	8,488	8,699	8,901	9,100
STATE TOTAL	32,336	33,558	34,882	36,356	37,624	37,894

Participation Rates:

Historical Trend in First-Time, Full Time Equivalent (FTE) Enrollment at Private Not-for-Profit (Independent) Institutions

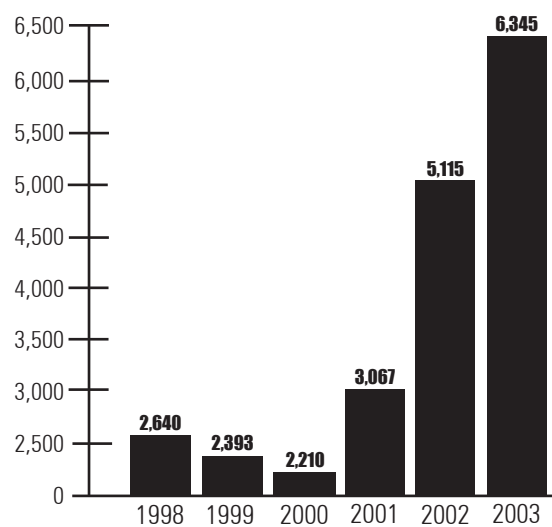
Fall 1981 and Fall 2000 to Fall 2004

INSTITUTION	Fall 1981	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Four-Year Colleges and Universities						
Avila University	1,326	1,021	1,143	1,205	1,252	1,341
Central Methodist College	651	1,098	1,147	1,050	1,193	1,446
College of the Ozarks	1,246	1,422	1,433	1,395	1,432	1,565
Columbia College	1,105	5,236	5,793	5,994	6,787	7,318
Culver-Stockton College	597	810	802	815	825	851
Drury University	1,774	2,989	3,098	3,211	3,345	3,457
Evangel University	1,808	1,499	1,499	1,671	1,773	1,841
Fontbonne University	717	1,580	1,701	1,740	1,938	2,178
Hannibal-LaGrange College	345	841	861	891	873	889
Lindenwood University	1,069	4,855	5,020	4,994	6,053	6,873
Maryville University	1,174	2,106	2,209	2,318	2,374	2,490
Missouri Baptist University	288	1,586	1,792	1,815	2,079	2,310
Missouri Valley College	456	1,428	1,431	1,482	1,496	1,512
Park University	1,344	3,396	3,561	3,967	4,586	4,650
Rockhurst University	2,125	1,968	1,922	1,941	1,916	1,937
Saint Louis University	7,232	9,743	9,686	10,301	10,592	10,701
Southwest Baptist University	1,451	2,582	2,553	2,547	2,556	2,526
Stephens College	1,241	630	576	567	551	590
Washington University	8,696	10,596	10,649	10,869	11,313	11,351
Webster University	2,211	8,027	9,242	10,559	11,351	11,487
Westminster College	694	671	757	775	847	843
William Jewell College	1,549	1,240	1,176	1,235	1,247	1,275
William Woods University	803	1,406	1,115	1,848	1,528	1,596
Subtotal	39,902	66,730	69,166	73,190	77,907	81,027
Two-Year Colleges						
Cottey College	N/A	316	330	315	305	287
Wentworth Military Academy and Junior College	205	196	200	211	328	341
Subtotal	205	512	530	526	633	628
Independent Institution Total	40,107	67,242	69,696	73,716	78,540	81,655
STATE TOTAL	164,686	206,317	213,352	223,612	231,029	234,972

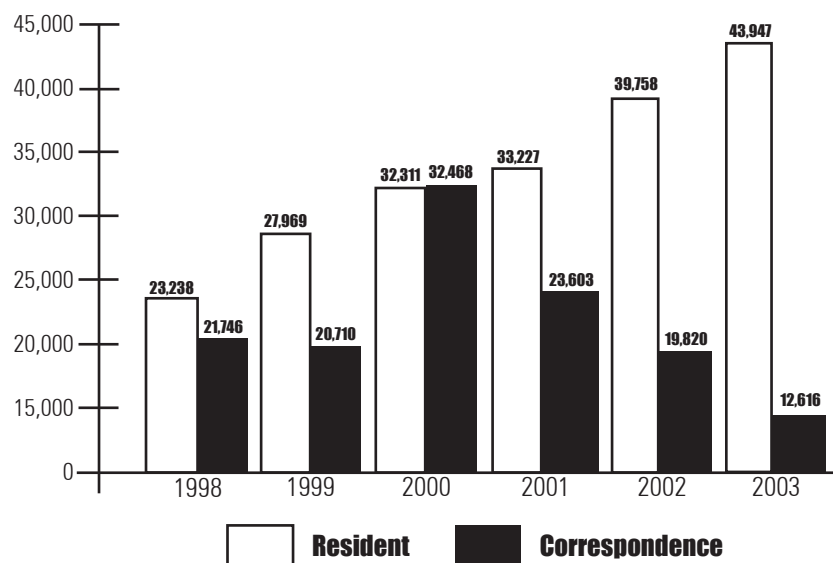
Appendix E

Proprietary School Enrollment

Non-Missouri Degree-Granting Schools



Missouri Private Career Schools



Appendix F

ACADEMIC PROGRAM ACTIONS Fiscal Year 2004 Summary Organized by Type of Program Action

I. Programs Discontinued (Total Category Count = 11)

Certificates (Count = 6)

C0, Agricultural – Farm Business Management (12-03) **SMSU-WP**
C0, Child Care Assistant (12-03) **SMSU-WP**
C0, Computer Software Applications, Introduction (12-03) **SMSU-WP**
C0, Office Administration I (12-03) **SMSU-WP**
C0, Office Administration II (12-03) **SMSU-WP**
C0, Administrative Support Assistant (10-04) **MCC**

Associates (Count = 3)

AAS, Paralegal Studies (12-03) **SMSU-WP**
AAS, Electrical Technology (4-04) **LSTC**
AAS, Office Management (10-04) **MCC**

Baccalaureate (Count = 0)

Graduate (Count = 2)

MA, Health and Exercise Sciences (12-03) **UMC**
PhD, Health and Exercise Sciences (12-03) **UMC**

II. Programs Placed on Inactive Status (Total Category Count = 16)

Certificates (Count = 7)

C0, Travel and Tourism (10-03) **MCC**
C1, Travel and Tourism (10-03) **MCC**
C1, Construction Technology (4-04) **NCMC**
C1, Administrative Support Specialist (10-04) **MCC**
C1, Office Management (10-04) **MCC**
C1, Information/Word Processing (10-04) **MCC**
C1, Clerical Science (10-04) **MCC**

Associates (Count = 6)

AAS, Travel and Tourism (10-03) **MCC**
AAS, Environmental Technology (4-04) **NCMC**
AAS, Construction Technology (4-04) **NCMC**
AAS, Administrative Assistant (10-04) **MCC**
AAS, Information/Word Processing (10-04) **MCC**
ASN, Nursing (Delivered at Branson) (12-03) **SMSU-WP**

Baccalaureate (Count = 2)BS, Aerospace Manufacturing Technology (10-03) **CMSU**BS, Hospitality and Tourism Management, 2+2 Program (6-04) **HSSC****Graduate (Count = 1)**MA, History (10-03) **TSU****III. New Programs Not Approved**

None

IV. Approved Changes in Academic Programs (Total Category Count = 128)

(Options Inactivated/Deleted, Options Added, Titles Changed, Certificates Added, and/or Programs Combined)

Certificates (Count = 9)C1, Mechanical Drafting **SMSU-WP**C1, Industrial Supervision **SMSU-WP**C1, Industrial Technology (2-04) **Crowder**C1, Telecommunications Engineering Technology (4-04) **LSTC**C1, Telecommunications Technology (4-04) **LSTC**C1, Industrial Electricity with option in Industrial Wiring (4-04) **LSTC**C1, Industrial Supervision (06-04) **SMSU-WP**GRCT, Human Resources Management (10-03) **UMSL**GRCT, Program Evaluation and Assessment **UMSL****Associates (Count = 29)**AAS, Networking Systems Technology (6-04) **LSTC**AAS, Emergency Medical Technician – Paramedic (10-03) **OTCC**AAS, Graphic Communications (10-03) **SLCC**AAS, Industrial Technology (add option) (10-03) **SMSU-WP**AAS, Industrial Technology (add certificates) (10-03) **SMSU-WP**AAS, Computer and Networks (12-03) **OTCC**AAS, Hospitality Management (12-03) **OTCC**AAS, Industrial Technology (option deletions) (12-03) **SMSU-WP**AAS, Industrial Technology (2-04) **Crowder**AAS, Drafting and Design Technology (2-04) **MCC**AAS, Telecommunications Technology (4-04) **LSTC**AAS, Industrial Electricity (4-04) **LSTC**AAS, Computer Information Systems – Networking (4-04) **SFCC**AAS, Computer Information Systems – Programming (4-04) **SFCC**AAS, Industrial Maintenance Technology (4-04) **SFCC**AAS, Industrial Electronics Technology (4-04) **SFCC**AAS, Mid-Management (4-04) **SFCC**AAS, Medical Assistant (6-04) **NCMC**AAS, Agriculture (6-04) **MWSC**

AAS, Industrial Technology (6-04) **SMSU-WP**
 AAS, Business (6-04) **SMSU-WP**
 AAS, Computer Programming (10-04) **LSTC**
 AAS, Business Office (10-04) **MACC**
 AAS, Computer Information Systems (10-04) **MACC**
 AAS, Medical Assistant (6-04) **NCMC**
 AAS, Medical Assistant (6-04) **NCMC**
 AAS, Medical Assistant (6-04) **NCMC**
 AAS, Agriculture (6-04) **NCMC**
 AAS, Management (6-04) **MCC**

Baccalaureate (Count = 49)

BHS, Radiologic Sciences (6-04) **UMC**
 BS, Information Sciences and Computer Technology (6-04) **HSSC**
 BSED, Special Education (10-03) **UMC**
 BSED, Physical Education (10-03) **UMSL**
 BSED, Special Education (10-03) **UMC**
 BS, Mining Engineering (10-03) **UMR**
 BS, Civil Engineering (10-03) **UMR**
 BSED, Physical Education (10-03) **UMSL**
 BSED, Physical Education (10-03) **UMSL**
 BFA, Studio Art (10-03) **UMSL**
 BS, Applied Mathematics (10-03) **UMSL**
 BSEE, Electrical Engineering (12-03) **UMKC**
 BS, Biology, with option (12-03) **UMKC**
 BS, Computer Science (12-03) **UMKC**
 BA, English (12-03) **UMKC**
 BS, Broadcasting and Film (2-04) **CMSU**
 BSE, Secondary Education (2-04) **MSSU-Joplin**
 BS, Computer Information Science (2-04) **MSSU-Joplin**
 BS, Criminal Justice Administration (2-04) **MSSU-Joplin**
 BS, Manufacturing Engineering Technology (2-04) **SEMO**
 BS, Soil and Atmospheric Sciences (2-04) **UMC**
 BS, Mathematics (2-04) **UMC**
 BSHES, Human Development and Family Studies (2-04) **UMC**
 BA, Interdisciplinary (2-04) **UMC**
 BA, Geography (2-04) **UMC**
 BA, Classics (2-04) **UMC**
 BFS, Forestry (2-04) **UMC**
 BS, Agricultural Education (2-04) **UMC**
 BSHES, Consumer and Family Economics (2-04) **UMC**
 BSCE, Chemical Engineering (2-04) **UMC**
 BS, Parks, Recreation, and Tourism (2-04) **UMC**
 BA, Theatre (2-04) **UMC**
 BS, Plant Sciences (2-04) **UMC**
 BSBA, Business Administration (2-04) **UMC**
 BS/BA, Economics (4-04) **MWSC**
 BS, Natural Science – Chemistry (4-04) **MWSC**

BS, Recreation Administration (4-04) **MWSC**
BS, Agricultural Economics (4-04) **UMC**
BS, General Agriculture (4-04) **UMC**
BES, Educational Studies (4-04) **UMC**
BSED, Elementary Education (4-04) **UMC**
BSED, Secondary Education (4-04) **UMC**
BS, Petroleum Engineering (4-04) **UMR**
BS, Recreation Sport Management (6-04) **MWSC**
BS, Soil and Atmospheric Sciences (6-04) **UMC**
BA, Interdisciplinary (6-04) **UMC**
BA, Theatre (6-04) **UMC**
BSHES, Environmental Design (6-04) **UMC**
BS, Information Science and Technology (6-04) **UMR**

Graduate (Count = 41)

MED, Counseling (10-03) **UMSL**
MS, School Counseling (10-03) **CMSU**
PhD, Computer Engineering and Computer Science (10-03) **UMC**
PhD, Electrical Engineering (10-03) **UMC**
MED, Counseling (10-03) **UMSL**
MACC, Accounting (10-03) **UMSL**
MBA, Business Administration (10-03) **UMSL**
MSN, Nursing (10-03) **UMSL**
MPA, Public Administration (12-03) **UMC**
MED, Career and Technical Education (12-03) **UMC**
EDSP, Career and Technical Education (12-03) **UMC**
PhD, Career and Technical Education (12-03) **UMC**
EDD, Career and Technical Education (12-03) **UMC**
MA, Curriculum and Instruction (12-03) **UMC**
MA, Special Education (12-03) **UMC**
EDSP, Curriculum and Instruction (12-03) **UMC**
EDD, Curriculum and Instruction (12-03) **UMC**
EDD, Special Education (12-03) **UMC**
MS, Cellular and Molecular Biology (12-03) **UMKC**
MS, Computer Science (12-03) **UMKC**
MA, English (12-03) **UMKC**
MS, Resource Planning (2-04) **SMSU**
MSED, Secondary Education (2-04) **SMSU**
MA, Statistics (2-04) **UMC**
MBA, Business Administration (4-04) **SEMO**
MS, Consumer and Family Economics (4-04) **UMC**
MS, Urban Environmental Geology (4-04) **UMKC**
MS, Information Science and Technology (4-04) **UMR**
PhD, Education (4-04) **UMSL**
PhD, Human Environmental Studies (6-04) **UMC**
MS, Health Informatics (6-04) **UMC**
MA, Environmental Design (6-04) **UMC**

MS, Environmental Design (6-04) **UMC**
MBA, Business Administration (6-04) **UMKC**
EDSP, Curriculum and Instruction (6-04) **UMKC**
MA, Curriculum and Instruction (6-04) **UMKC**
MS, Informatics (10-04) **UMC**
MS, Civil Engineering (10-03) **UMR**
PhD, Civil Engineering (10-03) **UMR**
MS, Soil and Atmospheric Sciences (6-04) **UMC**
PhD, Soil and Atmospheric Sciences (6-04) **UMC**

V. Received and Reviewed Changes in Programs (Independent Colleges and Universities) (Total Category Count = 4)
(Options Inactivated/Deleted, Options Added, Titles Changed, Certificates Added, and/or Programs Combined)

Certificates (Count = 0)

Associates (Count = 0)

Baccalaureate (Count = 4)

BA Business Administration (4-04) **Westminster College**
BA, English (4-04) **Westminster College**
BA, Psychology (4-04) **Westminster College**
BFA, Bachelor of Fine Arts (12-03) **KC-Art Institute**

Graduate (Count = 0)

VI. Program Changes Requested and Not Approved

None

VII. Programs Withdrawn

None

VIII. New Programs Approved (Total Category Count = 20)

Certificates (Counted as program changes)

Associates (Count = 2)

AAS, Fire Science Technology (4-04) **SFCC**
AAS, Dental Assisting (6-04) **OTCC**

Baccalaureate (Count = 12)

BS, Athletic Training (10-03) **CMSU**
BS, Applied Science in Technology (10-03) **LU**

BA, Sociology (10-03) **UMSL**
 BS, Sociology (10-03) **UMSL**
 BS, Biochemistry and Biotechnology (2-04) **UMSL**
 BS, Health Science, with four options (4-04) **MSSU-Joplin**
 BS, Biochemistry (4-04) **MSSU-Joplin**
 BS, Political Science (4-04) **MSSU-Joplin**
 BA, Interdisciplinary Studies (4-04) **TSU**
 BS, Interdisciplinary Studies (4-04) **TSU**
 BS, Biotechnology (6-04) **MWSC**
 BS, Wildlife Conservation and Management (6-04) **MWSC**

Graduate (Count = 6)

MSE, Teaching: Early Childhood Education (2-04) **NWMSU & MSSU-Joplin**
 MSE, Teaching: Instructional Technology (2-04) **NWMSU & MSSU-Joplin**
 MS, Biomaterials (2-04) **UMR**
 ME, Geotechnics (2-04) **UMR**
 MS, Biochemistry and Biotechnology (2-04) **UMSL**
 MS, Recreation (4-04) **NWMSU**

Off-Site Programs Approved (Total Category Count = 12)

Certificates (Counted as program changes)

Associates (Count = 8)

AAS, Diversified Technology (6-04) **TRCC**
 (Delivered at Three Rivers Community College, Sikeston Higher Education Center, Bootheel Education Center, Kennett Higher Education Center, and SEMO campus)
 AA, General Studies (4-04) **ECC**
 (Delivered at the Rolla Technical Center in Rolla)
 AS, Pre-Engineering (4-04) **ECC**
 (Delivered at the Rolla Technical Center in Rolla)
 AA, Associate of Arts (6-04) **MACC**
 (Delivered at the Northeast Technical Center in Edina)
 AAS, Manufacturing Technology (6-04) **NCMC**
 (Delivered at the Northwest Technical School in Maryville)
 AA, Associate of Arts (10-03) **MACC**
 (Delivered in Hannibal)
 AS, Nursing (10-03) **SMSU-WP**
 (Delivered in Branson)
 AAS, General Agriculture (12-03) **SMSU-WP**
 (Delivered at Mountain Grove campus and via ITV methods)

Baccalaureate (Count = 2)

BS, Industrial Technology (2-04) **SEMO**

(Plus two program delivered at Mineral Area College, Three Rivers Community College, East Central College, St. Louis Community College-Meramec, Sikeston Area Higher Education Center, Crisp Bootheel Education Center, Kennett Area Higher Education Center, and Perryville Area Higher Education Center)

BSW, Social Work (10-03) **UMSL**

(Both are completion programs to be delivered at Mineral Area College)

Graduate (Count = 2)

MS, Applied Computer Science (6-04) **NWMSU**

EDSP, Educational Administration (6-04) **NWMSU**

IX. New Programs Received and Reviewed (Independent Colleges and Universities) (Total Category Count = 11)**Certificates (Counted as program changes)****Associates (Count = 0)****Baccalaureate (Count = 6)**

BS, Biochemistry (6-04) **Rockhurst University**

BS, Bioinformatics (6-04) **Rockhurst University**

BA, Environmental Science (6-04) **Westminster College**

BS, Advertising (10-03) **Fontbonne University**

BS, Sports Management (10-03) **Fontbonne University**

BA, American Studies (4-04) **Lindenwood University**

Graduate (Count = 5)

ME, Secondary Teaching (2-04) **Evangel University**

ME, Educational Leadership (2-04) **Evangel University**

MA, Family and Consumer Sciences (10-03) **Fontbonne University**

MA, Christian Ministry (12-03) **MO-Baptist University**

MBA, Business Administration (12-03) **MO-Baptist University**

(Delivered on-campus and at Franklin County, Troy-Wentzville, and Jefferson County sites)

Off-Site Programs Received and Reviewed (Independent Colleges and Universities) (Total Category Count = 1)**Certificates (Counted as program changes)****Associates (Count = 0)****Baccalaureate (Count = 1)**

BA, Hospitality Services Management (12-03) **Lindenwood University**

(2+2 with St. Louis Community College at Forest Park)

Graduate (Count = 0)

Missouri Coordinating Board for Higher Education – FY 2004

Lowell C. Kruse, Chair

St. Joseph

Diana M. Bourisaw, Ph.D.

Imperial

Marie Carmichael

Springfield

Dudley Grove*

St. Louis

Sandra D. Kauffman*

Kansas City

Robert L. Langdon**

Lexington

Kathryn Swan***

Cape Girardeau

Earl Wilson, Jr.

St. Louis

Mary Joan Wood*

Cairo

*Gregory Upchurch replaced Dudley Grove in January 2005; Jeanne Patterson replaced Sandra D. Kauffman in March 2005; Martha Boswell replaced Mary Joan Wood in March 2005.

**Resigned in February 2005.

***Reappointed in January 2005.

*When you do the common things
in life in an uncommon way,
you will command the
attention of the world.*

—George Washington Carver



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